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ABSTRACT

To gather data on the expectations, goals, perceived barriers, and academic plans of new freshmen students, the Trumbull Campus of Kent State University, in Ohio, surveyed the 358 new freshmen in fall 1993. Completed questionnaires were received from 276 (81%) of the students. An analysis of responses revealed the following: (1) the largest reported academic and career goal areas were health care and medical fields, with 58 students citing nursing; (2) 61% indicated that they intend to transfer to another institution; (3) 17.6% expected to complete their academic goals in 1 to 3 years, while 54.4% expected to take 3 to 5 years; (4) 52% were receiving some form of financial aid, while 46% identified financial difficulties as the greatest barrier to academic performance; (5) 28% of the respondents indicated that they had children of child care age and of these, 82% indicated that they would use on-campus child care; (6) 87% felt that they received sufficient information on their academic programs, requirements, and course selection options, and 84% reported that they had received the schedule that they wanted; (7) 37% indicated that they were the first in their family to go to college. Appendixes include student comments related to suggestions for improving services, issues of child care, student-identified academic and career goals, and concerns about their first semester in college. (TGI)

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ED 388 328

Survey of New Freshmen Fall Semester 1993
Kent State University Trumbull Campus

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SURVEY OF NEW FRESHMAN STUDENTS -FALL/SPRING 1993-94

KENT STATE UNIVERSITY TRUMBULL CAMPUS

Institutions of higher education are, more than other educational enterprises, required to respond to changes in the needs, values, and expectations of its students. To maintain relevant, purposeful, and effective services, it is essential for institutions to closely monitor the expectations and perceived barriers students have as they enter the higher education experience. To introduce a structured mechanism for monitoring new freshmen students, a survey was designed to solicit information concerning expectations, goals, perceived barriers, and academic plans. The survey is intended to produce data for immediate use as well as provide a foundation for measuring patterns of change in plans over the progress of students' academic experiences.

THE SURVEY

A 14-item survey is designed to solicit information from first semester students regarding the following topics and issues:

- Academic and Career goals
- Transfer plans
- Time frames for completing goals
- College choice decision making
- Financial Aid status
- Perceptions of barriers
- Child Care issues
- Perceptions of Advising/registration services
- Perception of Basic Skills Assessment Process
- College experience of family members

These items are established with the intent of monitoring students' choices and career goals over time. The assumption is that students change life, major and career objectives several times during their college experience. These changes are affected by different factors, i.e., grades, course selection, life changes etc. Also, students' decision making affects such things as motivation, direction and their persistence to degree. To help us understand patterns of student decision making and those factors affecting decisions, part of the data solicited is designed to be used in a longitudinal study of those factors affecting students' choices. Other aspects of the survey were designed to monitor student perceptions of the advising/registration and Basic Skills Assessment processes. Student perceptions are indicators of potential problems in the campus processes. Other information solicited

through the survey is designed to answer specific questions about first semester Kent Trumbull students. These questions include:

What are the academic and career goals of first semester freshmen students?

What percentage of first semester freshmen are first generation college students?

Does being a first generation college student affect such things as: Major selection, career choices, academic performance, or perceptions of barriers?

Does receiving financial aid affect such things as major selection, career choices Academic performance, and perception of barriers?

What are first semester freshmen's perceived barriers to academic success?

Do first semester freshmen have child care needs?

Would first semester freshmen use on-campus child care?

Beyond these stated questions, the survey data can be used to answer other questions about student choices and characteristics. Of particular interest are what factors affect student choice changes over the course of the academic experience.

THE SURVEY POPULATION

The target population for this survey was all first semester students enrolled for the Fall 1993 semester. ***Three hundred fifty-eight*** first semester freshmen students attended Kent Trumbull in the Fall 1993 semester. The University Orientation course was use a the method of distributing the survey to fall 1993 first semester freshmen. University Orientation is a one credit hour course required for all new students and is designed to provide information to assist in the transition into the college experience. The survey was distributed to each of the 341 students enrolled in the University Orientation course.

A problem exists using the enrollment in the University Orientation course because a large number of students take the University Orientation course out of sequence. Often students put off taking the orientation course sometime until the semester in which they are going to graduate. Though course instructors were directed to distribute surveys only to first semester freshmen, there is no easy method for identifying the class rank of every student

who received and completed a survey.

Two hundred seventy-six completed freshmen surveys were returned from the 341 surveys distributed, representing a response of **81%** from the surveyed University Orientation enrollment.

Survey Responses

The following are student responses to the survey question **"What are your academic and career goals?".**

Stated Career/Academic Goals First Semester Freshmen			
Nursing	58	Political Science	6
Business	25	Computer Technology	5
Medical Technology	24	Engineering	5
Education	19	Art/Theater	5
Not Specific	16	Psychology/Sociology	4
Undecided	12	Pharmacy	4
Graphic Design/Arch	8	Communications/Journalism	4
Criminal Justice	8	Military	2
Science	7	English	1

Text Box 1. Academic and Career Goals Identified by Fall 93 Freshmen

Text box (1) shows the categories of academic and career goals identified by those Fall '93 freshmen students surveyed. By far the largest reported academic and career goal areas were health care/medical fields. This represents somewhat of a shift from the business related goals that have dominated student choices for the last five to seven years. Also, the students responses seem to indicate that there is an increased interest in education careers among first semester freshmen students.

Students who do not formulate career or academic goals are at a greater risk of not persisting in their initial enrollment. Retention strategies focus on those students who have not formulated academic and career goals. Text box (1) shows two categories that relate to student indecision labeled "undecided" and "not specific." The "undecided" category includes responses from those students who are unsure or who have not as yet formulated academic/career goals. The "not specific" category includes students whose responses identified general academic and career goals. Students whose responses are excluded in this

category make general comments such as "I want to get a degree and get a good job"; I want to get an education and make money,"or even more general "I want to succeed in life." These responses, though not specific, are goals, and do provide students enough of a target outcome to motivate them through the initial stages of their educational process. The "undecided" category identifies students who are truly without formulated academic and career goals. These students are at risk of not persisting in their initial semester. The number of students not having formulated academic or career goals is 12 or 4% of the total number of students surveyed. Appendix "C" has the specific student academic and career goal comments.

Students were asked **"Do you plan to transfer to another institution"** in an attempt to identify the extent, pattern, and direction of first semester student transfer plans. When asked whether students planned to transfer to another institution, 167 answered that they intended to transfer to another institution representing **61%** of those students surveyed. This however, is not a totally accurate figure because some students said they did not plan to transfer, but indicated they were going to the Kent Campus. Other students said they were not going to transfer and identified majors not attainable at Kent Trumbull.

Institutions to which students are planing to transfer:.			
Kent Campus	82	University of Cincinnati	Malone
Kent Salem	8	Start Tech	Central Florida
Kent Ashtabula	7	Ohio University	Ohio Northern
Kent E. Liverpool	10	Florida State University	U. of Tennessee
Unsure	18	University of Pittsburgh	U. of New Mexico
Ohio State	10	Pittsburgh Art Institute	Cleveland
Youngstown State	13	Michigan Tech	U. of Maryland
Mount Union College	2	University of Georgia	Sharon Regional
Bowling Green	14	University of Michigan	Duquesne
U. of Toledo	3	St. Elizabeth's Nursing	University C. of Berkeley
University of Akron	7	Michigan State University	Writing School in NY
Trumbull Memorial	2	Thiel College	Jordan Energy Institute

Text Box 2. Reported Institution to Which Students Plan to Transfer

Students were asked the question **"How long do you think it will take you to**

complete your goals?" to better understand student goals and expectations for completing academic objectives.

Figure (1), Illustrates students' expectations of the time it will take to complete their career goals. This data reveals some interesting results:

17.6% of those students surveyed expect to complete their academic goals in from one to three years.

54.4% of students surveyed expect to complete their academic goals in three to five years.

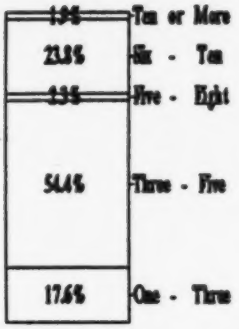

Figure 1. Expected Years to Completion

28% of students surveyed expect to spend over five years completing their academic goals. These expectations indicate the large number of students who are pursuing academic goals part/time. Students who plan to take five or more years to complete their academic goals typically fall into two categories:

Students with professional degree goals having extended education and/or training requirements, and;

Students employed in career positions who are pursuing degrees to enhance and secure their current occupation and careers or who are planning for a career change.

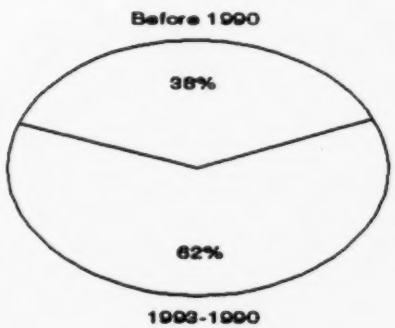

Figure 2. Proportion of High School graduation years for Surveyed New Freshmen.

Students identifying their high school graduation year revealed the following pattern

158 students graduated between **1990 and 1993** representing **62%** of those responding to the question.

92 students graduated before 1990 that represents **38%** of those New freshmen surveyed who responded to the question asking students their high school graduation year.

33 did not respond to the inquiry to their high school graduation year representing **16%** of

the total number of students completing surveys.

Students were asked **"Who was the most influential person (people) in your decision to go to college?"** This question was asked to provide insight into student decision making regarding their choice to pursue a university education.

Most influential person (people) in students decision to go to college

Myself	**92**	**Children**	**11**
Parents	**85**	**Husband**	**10**
Family	**29**	**Grandparents**	**8**
Friends	**24**	**Boyfriend**	**8**
Teachers	**21**	**Girlfriend**	**7**
Siblings	**12**	**Wife**	**5**
Co- workers	**11**	**Guidance**	**3**

Text Box 3. Student reported influences in decision making

Text Box (3) above shows students identifying the most influential persons in their decision to attend college. Though many of the responses correspond to traditional patters of influence, there are several important deviations from what is typically found regarding student reported influences in decision making. The high number of students who identified themselves as being the primary influence in the decision to go to college suggests several things:

1. A large number of students possess a level of independence, confidence and maturity. This maturity could be a reflection the large number of non traditional age students attending college as freshmen.

2. This pattern of response could be part of a larger cultural trend which increasingly values independent, self-determination rejecting the existence of external influences

The few responses identifying high school guidance counselors as influences on student decision making can also be attributed to the maturity of the freshmen population.

Students were questioned about **why they decided to attend Kent Trumbull**

Reasons for coming to Kent Trumbull			
Campus close to school or work	248	Less Expensive	106
Kent's Reputation	83	Prefer Small Campus	91
Family/friends attending Kent	66	Parents' Wishes	36

Text box 4. Student reported reasons for choosing Kent Trumbull

This was an attempt to better understand student motivations for choosing Kent Trumbull.

How students learned about Kent Trumbull			
High School Recruiting	82	Drove by	15
Family/friends	66	Always knew	17
Newspaper	30	Radio	10
Billboard	22	Found out on my own	5
Television	12	Info in the mail	2

Text box 5. Student identified sources of hearing about Kent Trumbull

As in the past surveys of Kent Trumbull students, the overwhelming reason why students choose to come to Kent Trumbull is LOCATION. ***Two-hundred-forty-eight*** or **90%** of those students surveyed identified the closeness of the campus to work and home as the primary reason for choosing Kent Trumbull. ***One hundred six students*** or **38%** of those students said that the lower tuition of Kent Trumbull was a factor in their decision to enroll here. Students were asked **"How did you hear about Kent Trumbull?"** in assessing effective advertising strategies and to identify other effective means of marketing the campus. The most cited source of receiving information about Kent Trumbull was from high school recruiting activity. ***Eighty-two*** students or **30%** responded that they received information about Kent Trumbull Campus from high school recruiting activities. ***Sixty-six*** students or **24%** said they received information about Kent Trumbull from family and friends.

In an attempt to assess the impact of financial aid on new freshmen students were asked **"Are you receiving financial aid?"**

143 students said that they were receiving some form of financial aid, this represents **52%** of the responding first semester students.

Students were asked **"Are you coming directly from High School?"** in an effort to identify enrollment behavior and the experiences of new freshmen students.

162 or (59%) students said that they were coming directly from high school.

The survey attempted to identify what students anticipate causing them the most difficulty during their first semester by asking **"What do you expect to cause you the most difficulty in your first year of college?"**

Student Identified areas they believe will cause the most difficulty in the first year			
English	75	Family	62
Work & School	117	Reading	24
Math	108	Finances	126

Text box 6. Student perceptions of areas of difficulty during their first semester

One hundred twenty six or **46%** of those students responding to the survey identified financial difficulties as the number one barrier to academic performance. Two other common areas identified by students as affording difficulty were work and school, with **117** or **42%** and Math with **108** responses or **39%** of the total number of students responding. Complete student comments identifying perceived barriers to academic success are found in Appendix D.

Other perceived barriers to academic performance students identified		
Time Management	Baby sitter(child care)	Availability of help from
Staying interested	Success/doing well	Advisors
Seeing my boyfriend	Studying	Faculty
Husband	Graduating	Scholarships
Grades	Decision Making	Family Support
Tests/quizzes	Choosing Classes	Making friends
Relationships	Getting Accepted	Motivation
Being a single parent	Job Security	The work load
Some electives	Finances	Having a baby
All of the required reading	Decision Making	Choosing a major
Failure	Choosing a major	Feeling Old

Text box 7. Other student perceived barriers to academic performance during the first year

Courses and subject areas students identified as potential barriers to their academic success:

Anatomy/Physiology	Accounting
Biology	Chemistry
Economics	Philosophy
Psychology	Sociology

Child Care Issue

Students were asked several questions regarding child care issues, **"Do you have children?"** and **If on campus child care was available would you use it?**

> ***Seventy-six*** students representing (28%) of students surveyed responded that they had children of child care age.
>
> > -***Twenty*** students representing **(26%)** of students who reported having children said they were currently having child care problems
> >
> > -***Sixty*** students or **(82%)** of students those students who have children indicated that they would use on-campus child care.

To get an understanding of student perceptions of the Admissions/Registration process students were asked **"Did you think the Admissions/Registration process was well organized?**

> ***Two hundred thirty nine*** students representing **87%** of students surveyed indicated that they thought the Admissions/Registration process to be well organized.
>
> ***Ninety-seven percent*** of the freshman students surveyed responded that they felt they were treated courteously in the Admissions/Registration process.

Data was gathered to provide an assessment of the Advising/Basic Skills Assessment process by asking students if the felt the Advising/BSAT process was organized?

> ***One hundred sixty two*** students or **59%** of students surveyed said they thought the Advising/BSAT process was well organized.

This response is revealing because it shows that students have different expectations about the assessment process they are experiencing. An additional investigation into students' perceptions of the basic skills assessment process has been undertaken. Preliminary findings indicate before they enter the assessment process students do not have a clear understanding

of the BSAT process and its implications for course selection. Students are not fully aware of how much time is necessary to complete the different components of the assessment and some are not fully aware of the Developmental Education program.

Students were asked the question **"Were you given sufficient information during your advising session on academic programs, program requirements, and course selection options?"** in order to provide an understanding of student satisfaction of the advising process.

> ***Two hundred forty*** or **(87%)** of the students surveyed felt they received sufficient information on their academic programs, requirements, and course selection options in the advising process.

> ***Two hundred thirty*** or **(84%)** of students surveyed said they got the schedule they wanted.

An important variable affecting student academic performance is the college experience of family members. Students who are the first generation in their family's to attend college are a higher risk of not persisting in their first college experience. Identifying first generation college students allows us to monitor the progress of these students and develop intervention strategies to assist those who may begin to have difficulty academically. In an effort to identify students, who are first generation college students, students were asked **"Do other members of your family have college experience?"**

> ***One hundred two*** or **37%** of the freshmen students surveyed indicated that they were the first in their family to go to college.

Finally, students were asked **"What do you think of the services you have received at Kent Trumbull?"** This question was asked to provide data for an assessment of new student satisfaction of the Campus services they received, and to identify areas of service needing improvement.

Excellent - 37 Good - 67 Adequate - 34

In addition to these responses, there were an additional 84 positive comments on services as well as 23 negative comments. The student responses identifying specific areas of service are shown in Appendix A.

Appendix

Appendix	pages	Contents
Appendix A	i - ii	Student Suggestions for Improving Services
Appendix B	iii	Student Comments on Child Care Issues
Appendix C	iv - ix	Student Identified Academic and Career Goals
Appendix D	x - xii	Student Concerns About Their First Semester in College

Appendix A
Student Suggestions for Improving Services

What would you suggest to improve our services?

ADVISING:

Make appointments longer and easier to make.
Academic and financial aid advisors available on a walk-in basis.
If the advisors would tell you to confirm your teacher and class if you requested specific instructors. When I got to class a different teacher was teaching.
I felt I was rushed when I saw my advisor because he had so many appointments that day.
I didn't ask any questions because I felt bad he had such a long day. I think more time needs to be scheduled per advisory appointment.
More counselors
More information on classes for majors.
Advisor should have explained more. I understand she had 1000's of people to see. If you're that busy I'd rather do it myself.
I have been told several different things about the info given on Associate's degree program which conflict, and I don't always know which way to turn. I have no idea, more guidance or explaining. I don't know who to talk to.
More information on what classes are available and what each class involves
More one-on-one with upcoming students.

CLASS OFFERINGS/SIZE:

Offer the same classes everyday not just on, for example T-H.
Offer those classes on M-W also.
Having more classes offered of ones that fill up fast.
Offering more classes in the morning that are offered at night.
Some kind of class to help you enroll in college and how to go about everything.
Get more of the required classes in the schedule if there were more times available
More classes offered at more times.
More classes
Not enough choices
Less students or bigger classrooms
Make the classes on another day
More class offerings
Offering more classes from these professors.
More available classes.
I am very happy with system, orientation should be offered before the start of the semester.
I would like to see some more courses at this branch so a student doesn't have to transfer to the main campus.
Have more time scheduled for classes that more students are taking.
My problem was getting the teacher I wanted with class I wanted - this was not a problem caused by admission/registration.
Bigger classes, more classes.
More classes offered.
Offering more diverse majors and courses.
More classes
Bigger classes

REGISTRATION:

Being able to register by phone.
Scheduling earlier.
Registering earlier
Make sure everyone tries to register by the same date.
Signing up earlier.
Telephone scheduling like Bowling Green.
Get more organized with your registration office.

BSAT TESTING:

The time of the basic skills assessment was too long. It needs to be shorter.
When taking the assessment test you should be told how long the test is and that you might have to stay longer before hand. Having the Basic Skills open longer.
I would only suggest a break in the middle of the Basic Skills Assessment Tests.
I don't understand how I did well-enough to take the advanced math assessment test, but I was put into the easy Algebra class.
Have them at different times
Make the testing as a guideline not mandatory.

FINANCIAL AID:

Simpler financial aid process. Time concerned with grants could be positively utilized in my studies.
Making grants easier.
Making grants etc, easier to find.

MISCELLANEOUS:

Have the room numbers on the schedule.
Give more information to the people who are employed at the university in order for them to give better service.
To let the students be more aware of rules of the school.
Make the catalogs more understandable.
All the processes were good except for the book store! The salespeople there except for two were rude and had attitudes!

Appendix B
Student comments on child care issues

Would you utilize on-campus child car services?

Definitely! I imagine lots of women don't attend Kent because of not having child-care.
My wife doesn't work, and stays at home.
I have an 11 yr old son. If care were to be made available for his age group, yes.
It would be great if child care was available. It would save so much time for me.
I would like to work there.
If I had children, yes
MOST DEFINITELY! It would be a Godsend. We need this more than a pub on campus.
I think that would be great.
I think Kent should have a day care center.
Also meeting single moms and coping with family as well as our child.
This would give more time to be able to be here for after class study sessions.
It is difficult in the morning. I have to put my 6 yr old on the bus, and the 15 mo old to daycare.
Then go to school, get baby, and be home before the bus.
I can barely make it because I have 3 children and it's expensive.
I would offer to pay more an hour. because it would be more convenient.
Don't think Kent should be in the babysitting business.
I wish the campus had child care.
If I have need for it. Every semester may vary.
My son is in school during the day, but I need a sitter after school. I can do research and extra-curricular activities.
My children are older.
I have gone through two babysitters this semester.
It's hard to find reliable people that I trust.
On campus child care would be great. There are so few sitters to find in the summer or on days public schools are off for NEOTA etc.
I would be able to come in and use the facilities more.
I live with a 4 and 7 yr old and if I had to bring them, I would use it.
Even though I don't have children, it would be a good idea.
It would be very convenient to be able to come in on other days to study - other than class days when I have daycare.
But my children are older.
I don't have any children, but I think on-campus child care is a very good idea.
I hate kids
Good idea
I believe many students would use on-campus childcare - many students are forced to bring children or skip class and get behind.
Need to know the caregiver would be good, adequate.
At times it would be helpful
My own children are all grown and on their own.
If you can't care for your children, don't have them.
No one said it would be easy.
Only if the guidance was people who were trained in the field.
Someday when I have children.
Would be nice for people who had children.
Definite need for child care on campus.

I wish that there was on-campus child care so that I could bring my child with me.
For people with children it would be a great thing.

Appendix C
Student Identified Academic and Career Goals

NOT SPECIFIC

To get a degree in a field and make my life prosperous.
Four year degree
To finish school and get a better job.
To do my best in college so that I can transfer and get my major.
To have a job that goes with my major, and stay with it until I retire.
To do very well in all my classes and after graduation find a good job.
Get a college education
To become an 'A' student and maintain that to my senior year.
3.5 GPA, make $$
Have a nice steady job.
To graduate
To make money
To get a good paying job, find a job I like.
I plan on receiving a 4 yr. degree
To graduate with honors from college. I want to attain a high GPA throughout college. I want a good job with good pay.
To get at least a 3.0 average throughout college and enjoy whatever I decide to do with the rest of my life.
To finish college and get a good job.
My career goals are to graduate if 5 yrs. find a job in my field and start my life.
To get a better education so that I may make a better life for my daughter.
My academic goals include not just passing all my classes but doing well in them.
I would like to be on the Dean's List and receive scholarships.
To make it through college, get good grades, get a good job.
To finish college some day.
This semester I want to get at least a 2.0 average and be able to have BUR continue helping me.
To get a college degree (Assoc.), have a job in my field, and to succeed.
To graduate and get a good career for myself, then give daughter everything she needs.
To receive a degree and hopefully find a career I enjoy.
To be able to retain a C average or better.
To get through it with good enough assess to get into a good firm career: become financially secure.

NURSING

Registered Nurse
Get a degree in nursing.
I plan to get a degree in nursing.
To be a nurse, to go to OSU after one year here.
My career goal is to be a Registered Nurse
My goal is to be a Registered Nurse
Registered Nurse
Would like to eventually get my master's degree in nursing.
I wish to go into either Nursing or psychology.
To get an Associate's degree or Bachelor's degree in Nursing and on the Dean's List.

To become an Registered Nurse
I want an Associate degree in nursing
To receive my Registered Nurse Degree
Nursing or medical field
I hope to keep a 2.5 or above and be an Registered Nurse then maybe come back and specialize in pediatrics.(Associate degree)
I plan to get my degree in nursing, then go further and receive my degree to be a nurse anesthetist. I plan to have a career in nursing after completing a 4 yr. bachelor degree.
I want to make no less than B's in my courses. I want to be an Registered Nurse.
Associate in nursing
BS IN Nursing
School of nursing
Nursing - ER, surgery, ICU Captive propagation of select reptiles amphibians, birds, and arachnids.
Associate of Nursing.
RNBS of Nursing
Not to get straight A's just the understanding of the courses I'm taking. I hope to get Associate Degree in nursing.
Would like 3.0 average nursing degree
To become a nurse
To become a Registered Nurse
Associate Degree in Nursing
To attain a bachelor's degree in nursing.
I would like to get a bachelor's degree in Nursing
To get a degree in nursing.
Graduate from college with a degree in medical assisting/nursing.
Get a job in that field.
I want to be a nurse, and maintain a B' or better average.
To get an associate's degree in nursing. I would like to work as a delivery nurse or on a maternity floor.

To get my BSN
Nursing BSN
BSN
Become a nurse
Nursing RN BSN
Nursing and to receive A's and B's in all my classes.
BSN
To get a four year degree as an RN, and then going another 3-4 yrs. to become a nurse anethesist. To finish the nursing program and stabilize myself in the field of nursing.
To become an RN and work at Rainbow babies and children hospital.
To get my associate RN degree to become a RN
BSN
To become a RN
To become a RN and work in Life Flight
To graduate from school of nursing along with passing my state boards. To do as much of my nursing as possible at Kent State; To be an RN
Interested in Associate degree in nursing.
To finish school with a degree in nursing
To graduate with a bachelor's degree in nursing.
To achieve a BSN and continue on in that field.
Do well in all classes, get as much out of each class as possible, become a nurse.
I want to get good grades and become a nurse.

Appendix v

PHARMACY

To graduate with a degree in pharmacy
To be a pharmacist
Finish here - continue at Pittsburgh School of pharmacy - be a pharmacist.
To graduate college in the field of pharmacy.

MEDICAL/TECH.

My goals are to become something towards the medical field.
To become an x-ray technician in the medical science field.
Radiation Therapy or Nuclear Medicine
To graduate with a degree in occupational therapy.
Get through required courses for med degree and get a doctor job.
To get a degree in radiological tech.
To get good grades and become an occupational therapy assistant.
My career goals are to become a physical therapy assistant. I want to pursue this career even further may be sports therapy.
Sports Medicine
To become an occupational therapy assistant
Average x-ray tech
To keep at least a 3.5 GPA, and get accepted into OSU Med School
Associate or higher in physical therapy assist. or physical therapist.
Associate degree in dietetics
To become an X-ray technician.
To get good grades to get the classes here I need to become a radiologist tech.
To earn a bachelor's degree in physical therapy and then become a Physical Therapist.
Radiology Manager
To graduate from Kent with an Associate's degree in physical therapy. Then I'll work as a PTA for a few years before considering the bachelor's.
1 st four yrs. - Pre-med, then graduate school - pediatrics
I want to be an honor student. Majoring in radiology
To become an x-ray tech.
To get a good education and become a physical therapist.
Occupational therapy
I want to get accepted into the occupational field.
To keep over or at least a 3.0 and get a degree in radiology technology.
Pre-med
To become an occupational/physical therapist.

CRIMINAL JUSTICE

Master's in CJST maybe a job in the FBI
Criminal Justice BA. I plan to work federally.
To get a degree in criminal justice and go to law school
Police officer
2 year degree in criminal justice
The criminal justice field.
Not sure in my career. I would like to be in the CJST field.
Criminal Justice and to become a US Marshall

Appendix vi

CJST to be a counselor.

COMMUNICATIONS/JOURNALISM

To get through 4 yrs. to get my BA. I want to be in the radio/TV business.
To achieve highest GPA available and pursue a job in broadcasting.
To study hard and graduate with a degree in communications
To graduate from a 4-year college then get my master's, and become a successful journalist.
Major in Journalism and become a successful sports writer.

EDUCATION

Education with a minor in Psychology.
To become a teacher
To become a Pre-kindergarten teacher.
Education secondary 7-12, minor ?
To get a degree in elementary ed. (1-8) and secondary math (7-12)
Study elementary education and become a teacher.
Special Education, Psychology Minor
4 year degree in secondary education.
Finish four years of college, receive a degree for elementary education, and get a 7 th grade teaching position at a local school. To be a high school guidance counselor.
I would like to become either a high school English teacher or something dealing with psychology.
I would like to be an elementary teacher.
To get my degree in special education.
To make dean's list and graduate with a BFA then go on to graduate school and possibly teaching.
I plan on being an elementary school teacher.
To maintain a good steady grade point average. To hopefully receive a degree in elementary education.
To become a special education (deaf education) teacher. After that I would like to go into occupational therapy. To graduate with a degree in English and become an English teacher.
Education degree.
I plan on teaching deaf and/or hearing impaired children.
I hope to be a dentist or a teacher

BUSINESS/ACCOUNTING

To start my own business with a friend of mine in the investment business and retire a millionaire.
Complete the program for business management
Technology degree and then pursue a bachelor's degree in business - start my own business.
Business management and economics major. Also interested in psych. executive of a firm
To do well and learn not just to get by. Run my own store.
I want to obtain a degree in business-education and possibly psychology.
Business
To get a 4.0 GPA ; open my own business
I want a BS in accounting. I am hoping a degree will help me to find a job after graduation. If not, I will try starting a business of my own.
A 4 year degree in business and a job that pertains to that.
To further my education. Business Administration
To get an associate degree in office tech, and to get at least a 3.0 overall.
To become a business major in the business field, and get a good job so I can leave and live on my own.
Associate in Accounting.

Appendix vii

To get a bachelor's degree in business marketing get a job with a medical firm
To get a degree in business management (associate) and then go into a prosperous career in that field.
4 year degree in accounting and would like to be a CPA
Graduating from college with a degree in marketing and sales, and having an outstanding career in marketing. Own my own business
I am pursuing a business degree and hope to work in the medical field of business.
To become an accountant and wealthy.
To go into banking
Accounting
To peruse a bachelor's degree with a major in Human Resource Management to further my current career in Human Resources. To keep my grades up so that I can attend Business school at the main campus, and get my bachelor's in business management.
To become a CPA in accounting.
Bachelor's degree in Business Administration;

SCIENCE

To get an associate's degree in science.
I plan to get great grades while going to school and then later become an environmental scientist
4 yr degree in a professional field.
To get an associate's degree in environmental safety management technology, and a career with in that field. I hope to receive a master's degree in either Biology or English, and to become an English prof or an Immunologist. Getting a degree in renewable energy and finding a job in this field, either in this country or not.
I plan to become a chemical engineer.

PSYCHOLOGY/SOCIOLOGY

Get a degree in psychology and possibly sociology.
To attain a PhD in psychology, and get a good job in that field.
My academic goals is Sociology.
My career goal is to help kids because I know what they're going through.
I plan on attending college to be a child psychologist. I would like to eventually transfer to the main branch. Academic - peruse my master's in psychology; career - get involved with some type of youth work. Ex. youth pastor at a church.

COMPUTER TECH.

Computer Tech / Electronics
To be an A-B student. To get a job in computer programming.
Programmer Analyst
Computer Tech.
Computer tech. is listed as my major, but I am unsure now until I rethink my goals.
Computers and business and then a degree in psychology

POLITICAL SCIENCE/PUBLIC RELATIONS

Get my BA in International Relations and hopefully work in an international cooperation.
I'd like to be on the dean's list and continue my education to become a paralegal.
I want to finish four years of college with a major in public relations.
I want to have a major in political science so I can peruse a career in politics.

Appendix viii

Plan to study Pre-law in order to become a lawyer.
I hope to get a degree in political science and eventually be a lawyer

ENGINEERING

Associate degree in mechanical and industrial engineer. my career goal is chef engineer for a well-known company. To major in electronic/engineering
To major and get a BS degree in mechanical Engineering, also to work in this field.
Obtain 2 yr degree in manufacturing/mechanical engineering, advance in my present tool and dye job to CAD engineering.
To earn a degree in engineering and to find employment in the field of quality control.

ART/THEATRE

To get through four years of college (Art), and hope to get a good job.
Hopefully make money in the area of Theater, however money isn't as important as enlightening lives and having fun. To finish college and become an actor.
Major in studio art and become an artist.
To be an artist, mostly a writer of fiction.

ENGLISH

To obtain a BA, possibly go into a field related to English.

GRAPHIC DESIGN/ARCHITECTURE

Master's in architecture
I am now majoring in Graphic Design.
To become an architectural engineer.
Four year degree in architecture.
To get a degree in architecture
To become a graphic artist
To become an architect and open an office in N. Carolina.
To get a master's in architecture.

MILITARY

To obtain a Master's degree and a commission in the US Navy or Marine corps. Also write and publish a book.

Appendix D
Student Concerns About Their First semester in College

What other concerns do you have about coming to College?

All the time needed for class and study.
Will I fail?
Do I have a babysitter for sure?
Insecurity I might fail.
Being able to succeed, and keep up with my class notes.
I will be ineligible.
I have so many questions about how to get where I want to go with my career, and no idea where to start.
Completing college
Being able to work and take care of the house and chores.
None really, just time to study between work and school.
Getting a passing grade.
Coming back to school after being out for so many years.
I'm worried about having enough time to study, go to classes, go to work, and still have Time to sleep.
Want to do well.
Making the proper decisions about my future.
Not giving my daughter enough attention she needs.
I have no concerns, I'm very positive about my decision.
Going to a campus far away next year.
I'm concerned about finances and help in choosing the right classes I need.
Going full-time at E. Liverpool and affording child care.
Doing well, managing school and friends.
Succeeding as a single mom and student.
Not getting accepted into the x-ray program.
Afraid of what's expected of me in science courses, but I like them so I'm hanging in there.
Graduating
Not passing a class and having that on my record.
Not having myself prepared.
How well I am going to do.
Some of the classes that I may take might not interest me and then I may fail and I'll just be here longer.
That I won't be able to find a job when I graduate.
Having enough time for schoolwork due to my
Full-time job working midnights.
That I won't be able to finish college because of financial cutbacks.
Mainly money
Grades
Availability of programs, help from advisors.
Doing well with my classes.
Money, not being able to work and go to school and be with my family
My only real fear is failure, high school was such a breeze for me. I worry that I can't take the real world.
We should have stickers in our car windows so we can go to main campus and park for free for as long as we want.
Not getting good grades

If I will pass and succeed
Can I actually do the work.
Because I want to make something out of my life.
Passing exams
Meeting people in my field and meeting new friends.
Finding enough time to fit everything in.
I don't really have any other concerns about coming to college.
Being able to put my life on hold for 5 yrs.
Whether or not it will pay off.
Whether I could do the work.
Will there be a job out there in my field when I finish college.
I don't always have enough time to do everything I need to.
Being able to communicate with the faculty.
The increased work load.
how badly I want to succeed and not be a failure.
Mostly time management
If I'm going to be able to work enough hours to pay for another semester and at the same time get homework done.
I will not do well enough and that I will let myself and family members down.
Just grades
If I will get some scholarships soon
Not knowing anyone
Radiology is very competitive and difficult to be accepted.
my grades
Time
Getting good grades and achieving my goals
All the responsibilities of the homework
That I don't flunk out.
Passing! Money!
Sticking with it.
Not being allowed in the gym to play basketball.
Scheduling times, what exactly am I coming for.
Passing classes
There is no time left to do anything.
The ability to pass with a 3.5
Will I make it through nursing?
I want to go away to KSU, but I don't know if my dad will let me. Trying to get good grades so he'll let me possibly.
Can I keep up with studying and family.
I'm concerned if I'll have enough time between work and school to study and get the grades I want.
I am concerned that my family will support me through this whole experience and be able to tolerate the up's and downs.
I have a hard time making myself do the work.
Passing with honors.
If I have enough money to keep coming to college.
Motivation
Completing course work in four years.
Accomplishing my goals
The physical therapy program is very tough to get into. I'm very concerned about my grades.

If I'm going to get decent grades.
If I will be able to complete my course well enough to get a good GPA
I would like to get a high GPA
Is it going to help me without having connections somewhere.
Being able to do the work.
the work load
I was nervous about my classes.
Can I handle the workload and still have time for everything else.
That I will not be able to achieve my goals.
If all the classes I need will be offered at a time that I could attend (night classes)
maintaining a 3.0 GPA
Being able to set a time aside for studying - I'm a procrastinator.
Failure
My good grades
Passing
Whether I am making the correct choice for myself, also interested in computers and architecture and engineering. I'm also afraid I've forgotten too much.
Time
Getting a grant next semester and paying for the rest of my schooling.
The length of time I have to dedicate to college.
Being older than the others/ what would happen if there was a lay-off at work.
getting good grades.
Right now I'm 8 months pregnant and I'm due on our thanksgiving break.
finding a reasonable time frame.
That I take the appropriate courses.
Being able to work and come to school and doing well.
I just hope my credits transfer to another college.
To be able to focus on my studies with 2 smaller children
May not get grants or scholarships for next year. Or may not get enough to take me to the main branch.
I would like to talk to advisors on starting a support group for young girls with children.
College tuition and books are very expensive, cannot receive financial aid because we are supposedly too rich. If I was rich enough I wouldn't need to go to school to get a better job.
Making sure that I get all of my correct classes and credits for my degree.
Knowing what classes I need to complete my degree.
What my major's going to be?
making friends
keeping GPA up
Doing well, making friends
Getting good grades, basically how am I going to do it?
Will I be able to be offered the latest learnings that go with my major so I will be qualified in the latest stuff in Sports Medicine?
Leaving my child at home
Being too old to get back in the routine of studying.
Not being able to get a job, after I get out.
Final exams
Getting good grades and passing
How to pay for it all, no time to work.
Will I really graduate?
Can I make it this time?
If I can make it with the classes I hope I don't bomb out.

Appendix xii